DOCUMENT RESUME

ED 085 939 EC 060 778

TITLE	A Formal Proposal for an ESEA Title III Project for Emotionally and Learning Disabled Students.
INSTITUTION	Yankton Independent School District 1, S. Dak.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; South Dakota State Dept. of Public Instruction, Pierre.
REPORT NO	51-0004-29
PUB DATE	14 Jul 72
NOTE	79p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Planning; Emotionally Disturbed; *Exceptional Child Education; Identification; Instructional Materials; Kindergarten; *Learning Disabilities; Primary Grades; *Program Descriptions; *Program Proposals; Screening Tests; Tutoring
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *South Dakota; Yankton

ABSTRACT

Presented is a proposal for a 2-year project to identify and remediate needs of emotionally and learning disabled (LD) children in kindergarten through grade 3 in Yankton, South Dakota, to be funded through the Elementary and Secondary Education Act, Title III. Defined in the preface are areas of learning disabilities and associated skills to be learned for remediation. Outlined to justify the proposal are plans to identify kindergarten children with high risk in cognitive, affective, or psychomotor areas; to remediate LD children in grades 2 and 3; to reduce the high rate of retention (5%), and the LD population (12%); to support the disadvantaged minority population (5%); to screen with tests such as the Iowa Test of Basic Skills; and to measure positive change in areas such as peer relationship. Listed are procedures and persons involved in the planning process such as a representative from Sacred Heart Elementary School. Included in the section on program content are procedures involving professional staff (such as a curriculum modifier); six tutors trained in education; specialists (such as a speech therapist); equipment such as cassette recorders; instructional materials such as Dolch books; and inservice sessions. It is explained that after screening (at any time during the program), students will be tutored and monitored daily according to an individualized prescription and will be dismissed from the program upon attainment of objectives (positive change in at least one low area measure). Listed are plans for evaluation, data analysis, dissemination of information, project management, and financial effort. Included are a map, letters, and a statistical report. (MC)

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YANKTON INDEPENDENT SCHOOL DISTRICT #1
1900 Ferdig Street
Yankton, South Dakota 57078

EMOTIONAL AND LEARNING DISABILITIES PROGRAM

Grant No. SEA 9-1-7251-29
Project No. 51-0004-29

EC 080 778

A FORMAL PROPOSAL
for an
ESEA TITLE III PROJECT
for
EMOTIONALLY AND LEARNING DISABLED STUDENTS

Yankton Independent School District No. 1
Yankton, South Dakota 57078

AP - 71 - 2

PART I

STATISTICAL REPORT

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A: General Project Information

1. Reason for Submission
   - a. ☐ Preliminary Proposal
   - b. ☒ Formal Proposal
   - c. ☐ Continuation Application
     - ☐ 2nd Budget Period
     - ☐ 3rd Budget Period
   - d. ☐ End of Project Report

2. Project No.

3. Project Title (Five Words or Less)
   Emotional and Learning Disabilities Program

4. Project Focus
   a. Check the Appropriate Categories
   - ☐ Planning of Program Only
   - ☐ Planning and Operation
   - ☒ Innovation
   - ☐ Exemplary
   - ☒ Demonstrative

   b. Brief Program Description
   A program designed to measure change in the affective domain as a direct result of remediation in the cognitive and psycho-motor areas.

5. Applicant District
   Yankton Independent School District #1

c. 100% Percent of Project Serving Needs of Handicapped Pupils

6. Address
   1900 Ferdig Street
   Yankton, South Dakota 57078

7. County Yankton

8. Congressional District (s) #1

9. Name of Superintendent	10. Address	Phone No. / Area Code
Maurice Haugland	1900 Ferdig Street Yankton, South Dakota 57078	665-7351 605
11. Name of Project Director	**12. Address**	**Phone No. / Area Code**
Wendell McNeely	1900 Ferdig Street Yankton, South Dakota 57078	665-2484 605

I hereby certify that the information contained in this application is to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

Signature and Title of Person Authorized to Receive Grant	Date Submitted
M. Haugland, Supt. of Schools	July 14, 1972

SECTION B: TITLE III BUDGET SUMMARY FOR PROJECT

Breakdown of Total Estimated Budget by Source	Budget Period			TOTALS
	First	Second	Third	
1. State Title III Funds	2,000	66,694	50,000	118,694
2. Other Federal Funds	-0-	-0-	-0-	
3. Local Funds	-0-	-0-	10,000	10,000
4. Other Funds	-0-	-0-	-0-	
TOTALS	2,000	66,694	60,000	128,694
5. Amount of Line 1 Budgeted for Handicapped	2,000	66,694	50,000	118,694

SECTION C: PUPIL POPULATION DATA

1. Membership and Participation			Pre-Kindergarten	Kindergarten	Grades 1 - 6	Grades 7 - 12	TOTAL
a.	Membership of Schools Served by Title III Project	Public Schools		262	1,561	1,568	3,391
		Non Public Schools			154	68	222
b.	Number of Students Participating in Title III Project	Pubiic Schools		45	60		105
		Non Public Schools			15		15
c.	Circle Grade Levels of Participating Pupils Pre-K (K 1 2 3) 4 5 6 7 8 9 10 11 12						

2. Racial / Ethnic Data			Negro	Indian	Oriental	Spanish Surnamed	Caucasion	Other	TOTAL
a.	School Membership		25	143			3,445		3,613
b.	Project Participants	General							
c.		Handicapped	10	35			75		120

3. Other Project Data

a.	Total Student Participation	No.	120
b.	Staff Engaged in In-service Training	No.	54
c.	Other Adults	No.	17
d.	Total Number of Project Participants (a through c)	No.	191
e.	Current Per Pupil Expenditure (Excluding Federal Support)	Cost	$623
f.	Current Per Pupil Expenditure (Including Federal Support)	Cost	$698
g.	Additional Per Pupil Expenditure for Project Participants	Cost	$555.78
h.	Estimated Percentage of Target Group which is:		
	Urban (More than 50,000 Inhabitants)	%	
	Rural (Less than 2,500 Inhabitants)	%	
	Other Demographic Areas (From 2,500 to 50,000 Inhabitants)	%	100

SECTION D: TOTAL PROJECT STAFF

School Personnel by Function	Number of Personnel Assigned to Project						Total Full Time Equiv.
	Paid from Title III Funds			Not Paid from Title III Funds			
	Full Time	At Least Half Time	Less Than Half Time	Full Time	At Least Half Time	Less Than Half Time	
1. Admin. / Supervision		1				2	.60
2. Teachers - General							
a. Pre - Kindergarten							
b. Kindergarten						5	.10
c. Grades 1 - 6						33	.10
d. Grades 7 - 12							
e. Other							
3. Teachers - Handicapped							
a. Trainable Mentally Retarded							
b. Educable Mentally Retarded							
c. Hard of Hearing							
d. Deaf							
e. Speech Impaired						1	.10
f. Visually Impaired							
g. Emotionally Disturbed			1				.10
h. Crippled							
i. Learning Disabled	1	1					1.50
j. Other Health Impaired							
4. Sub. Matter Specialists							
5. Technicians (A.V., Computer, etc)							
6. Pupil Personnel Workers						1	.10
7. Health Services						1	.10
8. Evaluators							
9. Disseminators							
10. Other Professional							
11. Paraprofessionals, Aides		12					6.00
12. Community Liaison Personnel						11	.20
13. Other Nonprofessionals							
a. Clerical		1					.50
b. Other							

SECTION E: Number of person who participated in programs or services and estimated cost

		PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic) Pre-K	K	Grades 1 - 6	Grades 7 - 12	Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
DIRECT EDUCATIVE SERVICES	BASIC SKILLS	1. Remedial a. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural science and mathematics								
		f. Other - specify								
		2. Regular Enrichment g. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural sciences and mathematics								
		f. Other - specify								
		3. Diff. Curriculum for Handicapped a. Trainable mentally retarded								
		b. Educable mentally retarded								
		c. Hard of hearing								
		d. Deaf								
		e. Speech impaired								
		f. Visually impaired								
		g. Emotionally disturbed		2	20		5		10	$ 2,500
		h. Crippled								
		i. Learning disabled		25	80		15		30	$35,500
		j. Other health impaired								
		4. Vocational Skills and Attitudes								
		5. Textbooks								
SUPPORTING SERVICES		1. a. Audiovisual Materials								
		b. Books, Periodicals etc. (Except Textbooks)								
		c. Library, AV, other media personnel								
		2. a. Vocational Guidance and Counseling								
		b. Other Guidance and Counseling								
		3. Testing								
		4. School Psychological Services								
		5. Attendance and School Social Work								
		6. Health Services								
		7. Pupil Transportation								
		8. Food Services								
		9. Clothing								
		10. Student Subsidies								
		11. Special Services for Handicapped a. Trainable Mentally Retarded								
		b. Educable Mentally Retarded								
		c. Hard of Hearing								
		d. Deaf								
		e. Speech Impaired								
		f. Visually Impaired								
		g. Emotionally Disturbed								
		h. Crippled								
		i. Learning Disabled								
		j. Other Health Impaired								
		12 Other Pupil Services								

SECTION E CONTINUED

PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic)				Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
	Pre-K	K	Grades 1 - 6	Grades 7 - 12				
1. General Administration								
a. Information Dissemination								$ 700
b. Other								540
2. Instructional Administration								
a. School Wide Direction & Management								
b. System Wide Direction & Management								9,827
c. Instructional Supervision								9,715
3. Program Development								
a. Research and Development								
b. Planning								
c. Evaluation								1,000
d. Demonstration								
4. Personnel Development (in-service training)							54	500
5. Maintenance and Operation of Plant								240
6. Fixed Charges								3,164
7. Other Supporting Services								
8. Ancillary Services								
9. Capital Outlay								
a. Sites and Buildings								-0-
b. Audiovisual Equipment								1,500
c. Other Instructional Equipment								1,000
d. Noninstructional Equipment								500

PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
Yankton Independent School District #1
1900 Ferdig Street
Yankton, South Dakota 57078

Project Number:

Budget Period of this Report
[ ] 1st [X] 2nd [ ] 3rd
from 9- 1-72
to 8-31-72

Report Purpose: Check One
Budget Summary
[X] Proposed
[ ] Negotiated
[ ] Amended

Expenditure Report
[ ] Quarterly
[ ] Estimated Final
[ ] FINAL

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to Date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100		600	1,100	240	300			2,240		
2. Instruction	200	19,542	14,608	3,000	20,600	300			58,050		
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600							240	240		
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800	2,328	836						3,164		
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	1210C										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	1220C										
16. Capital Outlay (Equipment only)	1230						3,000		3,000		
17. BUDGET TOTALS		21,870	16,044	4,100	20,840	600	3,000	240	66,694		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

Signature of Person authorized to receive grant

Date Reported

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PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
Yankton Independent School District No. 1
1900 Ferdig Street
Yankton, South Dakota 57078

Project Number: 51-0004-29

Budget Period of this Report
[X] 1st [ ] 2nd [ ] 3rd
from August 27, 1972
to August 26, 1973

Report Purpose: Check One
Budget Summary: [ ] Proposed [X] Negotiated [ ] Amended
Expenditure Report: [ ] Quarterly [ ] Estimated Final [ ] FINAL

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100			1,100.00	240.00	300.00			1,640.00		
2. Instruction	200	16,080.00	12,964.00	1,250.00	14,450.00	300.00			45,044.00		
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600							240.00	240.00		
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800	2,076.00	700.00						2,776.00		
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	12100										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	12200										
16. Capital Outlay (Equipment only)	1230						3,300.00		3,300.00		
17. BUDGET TOTALS		18,156.00	13,664.00	2,350.00	14,690.00	600.00	3,300.00	240.00	53,000.00		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

[signature]
Signature of Person authorized to receive grant

August 27, 1972
Date Reported

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

BUDGET BREAKDOWN SUMMARY

EXPENDITURE ACCOUNT NO. 100

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Non-Prof. Salary	Fiscal Record Keeping		X	25 Hrs. Mo.	@ 2.00 Hr.	600.00	-0-		
Contracted Services	Audit of Records		X		100.00	100.00	100.00		
	Project Evaluation		X			1,000.00	1,000.00		
						1,100.00	1,100.00		
Materials & Supplies	Printed envelopes, postage, stationery & Misc. Office supplies			12 Months	20.00	240.00	240.00		
Travel	In-state and out-of-state travel to University of South Dakota, Pierre, and other required travel to meetings concerning project.			1,500 Miles	@ .10	150.00	150.00		
				Motel & Meals		150.00	150.00		
						300.00	300.00		

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

BUDGET BREAKDOWN SUMMARY

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Professional Salary	Project Coordinator	X		11 Months	9,827.00	9,827.00	9,380.00		
	Curriculum Modifier	X		9 Months	9,715.00	9,715.00	6,700.00		
						19,542.00	16,080.00		
Non-Prof. Salaries	Six Tutors	X		5,760 Hrs.	@ 2.25	12,960.00	11,520.00		
	Clerk - Typist - Secretary		X	824 Hrs.	@ 2.00	1,648.00	1,444.00		
						14,608.00	12,964.00		
Contracted Services	Psychologist, Dr. Eugene Engen, Director of the Lewis & Clark Mental Health Center		X	100 Hrs.	@ 25.00	2,500.00	1,000.00		
	Consultant for Staff in-service		X	5 Days	@ 100.00	500.00	250.00		
						3,000.00	1,250.00		
Materials & Supplies	Evaluation Materials			120 Students	@ 5.00	600.00	600.00		
	Screening materials for pre-test			1,000 Stud.	@ 2.00	2,000.00	650.00		
	Affective Domain-Behavior Management				3,000.00	3,000.00	2,200.00		
	Vision and Auditory				3,000.00	3,000.00	2,200.00		
	Cognitive				3,000.00	3,000.00	2,200.00		
	Conceptual				3,000.00	3,000.00	2,200.00		
	Language Development				3,000.00	3,000.00	2,200.00		
	Psychomotor				3,000.00	3,000.00	2,200.00		
	(See more complete breakdown of material needs in narrative section.)					20,600.00	14,450.00		

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200 and 600

BUDGET BREAKDOWN SUMMARY

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
200 Travel	Out-of-State travel for in-service training of coordinator to observe similar programs in action				300.00	300.00	300.00		
600 Other Expenses	Telephone service, rental and toll service			12 Months	20.00	240.00	240.00		

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 800

BUDGET BREAKDOWN SUMMARY

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Professional Salaries	OASI			19,542.00	@ 5.5%	1,074.00	877.00		
	Teacher Retirement			15,600.00	@ 5.0%	780.00	725.00		
	Health and Hospital Insurance District pays 60% of premium								
	Project Coordinator				237.00	237.00	237.00		
	Curriculum Modifier				237.00	237.00	237.00		
						2,328.00	2,076.00		
Non-Prof. Salaries	OASI			15,208.00	@ 5.5%	836.00	700.00		

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SUPPLEMENTARY BUDGET SCHEDULE

BUDGET BREAKDOWN SUMMARY

EXPENDITURE ACCOUNT NO. 1230

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Equipment	Audiovisual Equipment				1,500.00	1,500.00	-0-		
	Other Instructional Equipment				1,000.00	1,000.00	-0-		
	Non-instructional equipment				500.00	500.00	-0-		
	Duplication Equipment						600.00		
	Typewriter			1	@ 350.00		350.00		
	Typewriter Cart			1	@ 45.00		45.00		
	Language Master			4	@ 250.00		1,000.00		
	Cassette Recorders			6	@ 50.00		300.00		
	Filmstrip projects			2	@ 110.00		220.00		
	Overhead Projector			1	@ 160.00		160.00		
	File Cabinet			2	@ 75.00		150.00		
	Office Desk			1	@ 125.00		125.00		
	Office Chairs			2	@ 75.00		150.00		
	Storage equipment						200.00		
						3,000.00	3,300.00		

PREFACE

Learning Disability, or Learning Disabled, are general terms used by many educators today to discribe a variety of learning problems. There are almost as many meanings for the terms as there are persons using them. As a frame of reference for readers of this proposal the following points are to be considered our interpretation of "learning disabilities".

1. There are six general areas of "learning abilities" with precise skills that can/should be learned in each area. Those areas are:

   a. Gross Motor Development--the development and awareness of large muscle activity.

      1) Rolling
      2) Sitting
      3) Crawling
      4) Walking
      5) Running
      6) Throwing
      7) Jumping
      8) Skipping
      9) Dancing
      10) Self-Identification
      11) Body Localization
      12) Body Abstraction
      13) Muscular Strength
      14) General Physical Health

   b. Sensory-Motor Integration--The psychophysical integration of fine and gross motor activities.

      1) Balance and Rhythm
      2) Body-Spatial Organization
      3) Reaction-Speed Dexterity
      4) Tactile Discrimination
      5) Directionality
      6) Laterality
      7) Time Orientation

   c. Perceptual-Motor Skills--The functional utilization of primary auditory, visual, and visual-motor skills.

1) Auditory Acuity
2) Auditory Decoding
3) Auditory-vocal Association
4) Auditory Memory
5) Auditory Sequencing
6) Visual Acuity
7) Visual Coordination and Pursuit
8) Visual-Form Discrimination
9) Visual Memory
10) Visual-Motor Memory
11) Visual-Motor Fine Muscle Coordination
12) Visual-Motor Spatial-Form Manipulation
13) Visual-Motor Speed of Learning
14) Visual-Motor Integration

d. Language Development--The current functional stage of total psycho-linguistic development.

1) Vocabulary
2) Fluency and Encoding
3) Articulation
4) Word Attack Skills
5) Reading Comprehension
6) Writing
7) Spelling

e. Conceptual Skills--The functional level of concept attainment and general reasoning ability.

1) Number Concepts
2) Arithmetic Processes
3) Arithmetic Reasoning
4) General Information
5) Classification
6) Comprehension

f. Social Skills--The skills involved in social problem solving.

1) Social Acceptance
2) Anticipatory Response
3) Value Judgements
4) Social Maturity

2. The Learning Abilities fall into general levels of functioning:

a. Cognitive Domain--The skills domain

b. Affective Domain--Attitudes or appreciation

c. Psychomotor Domain--The skill domain involving movement

3. A Learning Disability is a handicap which inhibits learning the above normal skills in the usual ways of demonstration or inquiry.. This means that we must find other ways to teach these skills.

4. Children with learning disabilities manifest one or more symptoms which indicate problem areas. These are:

1) Poor Visual Discrimination
2) Poor Visual Memory
3) Poor Auditory Discrimination
4) Poor Auditory Memory
5) Poor Kinesthesis
6) Poor Eye-hand Coordination
7) Poor Spatial Orientation
8) Poor Figure Ground
9) Preseveration
10) Hyperactivity
11) Disinhibition
12) Poor Slef-image

5. A child, however, may have two or three or more symptoms of Learning Disabilities and still not be a candidate for a program of remediation. A Learning Disability becomes a "problem" in need of remediation only when it interferes with a person's everyday life and performance at home or in school.

PART III

NARRATIVE REPORT

SECTION A: STATEMENT OF NEEDS

1. Statement of Needs and Justification.

a. Supported by date, identify the educational needs the project will meet.

The proposed program for Emotionally and Learning Disabled students is designed to:

1) Preventatively reach those children in kindergarten and grade one who are high risk for learning problems in the cognitive, affective or psychomotor areas.

2) Remedially reach those children in grades two and three whose learning problems are interfering with academic achievement.

3) Teach both groups of children to compensate for their problems by finding alternative methods of instruction suited to their learning styles.

4) Improve the psychomotor and cognitive areas of

learning which will lead to a positive change in the affective domain.

The high retention rate of students in grades one through three initially evidenced the need for a program geared for Emotionally and Learning Disabled Students. Thirty three students were retained in grades K-3 during the 1971-1972 school year. Fourty nine students are being retained for the 1972-1973 school year. This number represents 5% of the 926 students enrolled for grades kindergarten through third.

Another 12% of the K-3 enrollment are considered inadequate in one or more areas of academic study but were not retained for a number of reasons. These students are felt to be learning disabled.

Our school district has a 5% Indian and Black population and because of low economic status, culturally poor environments, and inadequate social adjustment, they comprise many of our learning problems. Five hundred of the students enrolled in Yankton Independent School District #1 receive free lunch during the school day. This represents 15% of our school population. These figures include those families on Food Stamps, A.D.C., Food Distribution and below the allowed Income Schedule for government assistance. Almost all of the Indian and Black students participate in the free lunch program.

b. Indicate how these needs were determined.

1) The First Grade Screening Test, a testing instrument designed to identify high risk children for learning problems in the affective, cognitive and psycho-motor areas was administered to all first grade and kindergarten children. School district average scores were as follows:

a) The average kindergarten score was 17 correct of a possible 29. 5% of all kindergarten children enrolled in the district fell below the average score.

b) The average first grade score was 24 correct of a possible 29. 3% of all first grade children fell below the average score.

2) The Metropolitan Readiness Test scores available on the first grade students were compared to the First Grade Screening Test scores. All students who had fallen below the average score on the screening test had also fallen below an average score on the Metropolitan Readiness Test. These were considered our high risk children.

3) Formal group testing with the Iowa Test of Basic Skills and/or teacher judgement along with various individual intelligence and cognitive assessments, not common to all students, was part of the identification process at the second and third grade levels. Further individual testing by the school psychologist and guidance councelor, medical histories from the school nurse, and information gathered from the building principals all contributed to identifying the learning disabled students, and determining the need for this program.

SECTION A: STATEMENT OF NEEDS

2. Justification for this Proposal as an ESEA Title III Project.

a. To what extent have similar activities been tried in the area, state and nation?

At the present time we are unaware of any programs with similar activities in the area, state or nation. We are aware that Wagner and Sioux Falls, South Dakota, are operating Title III programs with similar name titles, but this proposed project deals with entirely different educational needs, format and intended objectives from any existing Title III project.

Wagner, South Dakota operates a Title III project in Remedial Reading and Sioux Falls, South Dakota operates a Title III program in Identification and Remediation Learning Disabilities. The Sioux Falls project trains classroom teachers to diagnose with the use of the Illinois Test of Psycholinguistic Ability. It does not measure or deal with the affective domain. Our proposed program has its emphasis on developing learning abilities in the psycho-motor and cognitive areas which will lead to positive terminal results in the affective domain.

b. City research that indicates how effective similar activities have been elsewhere.

Specific long-range research on the effectiveness of this type of program in a school district operation as opposed to a clinical setting is unavailable, due to the uniqueness of this activity. No school district is operating a program designed to actuate measureable change in the affective domain, and therefore, research is unavailable.

c. How is this proposal unique and different?

This program is unique and different in that it attempts to actuate and measure positive change in the affective areas of social and peer relationships, and school adjustment, as a result of participation in a program using clinical techniques, methodology, and materials to develop the psycho-motor and cognitive areas of learning.

This proposed project is different in that it is a process program, and open-ended in nature. Our intended objectives of positive change in the affective areas, and positive change in the cognitive and psycho-motor areas of deficiency are common for all participating students. However, our concern is knowing and documenting what was done, how it was done, and the conditions under which change took place.

Unique to this project is a Community Resourch Board. We believe education is a community responsibility, and have provided for this by building into the project a board composed of parents of district students, teachers and administrators, whose role it is to

1) help disseminate project information

2) educate the community about emotional and learning problems

3) provide feed-back to the staff about community concerns as related to the project.

d. <u>If successful, what is the potential for other schools to adopt the activities</u>?

Dr. Bruce G. Milne, Assistant Professor of Secondary Education at the University of South Dakota, in his publication, THE FIRST STEP IS AWARENESS, cites that South Dakota must be concerned with several critical educational needs in the affective domain. As our proposed program deals directly with the affective domain, it is exemplary and demonstrative in format, we will be able to show how to affect change in students, and other school districts will know where to begin. It is our belief that this program will be successful in its intended objectives, and that other schools will adopt similar programs.

SECTION A: STATEMENT OF NEEDS

3. Population

a. Give the estimated population of the area to be served and describe the area's socio-economic characteristics.

Independent School District #1, Yankton, South Dakota, has a school enrollment of 3,400 students. The total population of the area to be served is approximately 12,000.

Socio-economic characteristics tend to be of low-economic status, as evidenced by teachers in three schools able to claim a 15% cancellation of their National Defense Education Loans.

b. Relate the population and socio-economic characteristics to those of the state as a whole.

Yankton Independent School District #1 is the seventh largest school district in the State of South Dakota. The socio-economic characteristics of Yankton are similar to the state as a whole.

c. Attach a map (8½ x 11) showing the location of the area to be served by the project.

A county map showing the geographical area to be served is attached to this project. Attachment #1.

d. List the non-public schools in the project.

Sacred Heart Elementary School, a parochial Catholic school in the city of Yankton, is in the project area.

SECTION B: PLANNING

1. List the names and titles of persons involved in planning.

a. LEA Administrative Staff:

Mr. Maurice Haugland	Superintendent of Schools
Mr. Wendell McNeely	Principal, Webster School
Mr. Dennis Nelson	Principal, Beadle School
Mr. Robert E. Walser	Principal, Lincoln School
Mr. David S. Mendel	Principal, Stewart School

b. LEA teaching and other professional staff:

Mr. John Cornette	Guidance Counselor
Mrs. Darlene Winckler	Remedial Reading Teacher

c. Representatives from non-public schools:

Mr. Ron Svoboda	Principal, Sacred Heart Elementary School

d. Representatives from other government and non-government resources:

Mr. Cliff Jansen	Director, ESEA Title III State of South Dakota

Mr. Clinton Berndt	Assistant Director, ESEA Title III
Mr. Bruce G. Milne	Assistant Professor, University of South Dakota
Mr. Jack Balfany	Director, Title III Project Sioux Falls, South Dakota Public Schools

e. Representatives from community organizations and cultural agencies:

Advisory Group for ESEA Title I

Dr. Eugene Engen	Director, Southeastern South Dakota Mental Health Center

Yankton Association for Retarded Children

f. Consultants:

Mr. Clarence Shoemaker	Director of Elementary Education Yankton College
Sr. Laurina Kaiser	Director of Elementary Education Mount Marty College

SECTION B: PLANNING

2. Attach to this application letters indicating the extent of commitment from:

a. Representatives from non-public schools:

Mr. Ron Svoboda	Principal, Sacred Heart Elementary School (Attachment #II)

b. Representatives from other government and non-government resources:

Mr. Clifford Jansen	Director, ESEA Title III State of South Dakota (Attachment #IV)
Dr. Eugene Engen	Director, Southeastern South Dakota Mental Health Center (Attachment #III)

SECTION B: PLANNING

3. Cite, from the Board of Education minutes, the commitment from the Board of Education.

Member Slemp introduced the following resolution and moved its adoption: RESOLVED that the School Board of Yankton Independent School District #1 does hereby approve of and fully support the Learning Disabilities Project under Title III of the Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended. The move for adoption was seconded by Member Tacke, with the following voting Aye: All. Resolution adopted.

SECTION B: PLANNING

4. Describe the participation by those involved and the planning process that occurred or will occur in designing the proposed program, including a description of the procedures and activities.

a. The LEA Administrative and teaching staff reviewed cases of those children who had been retained to determine if progress had been made because of retention. When the staff discovered that retention had not improved the academic success significantly, and had created personality difficulties it looked to a different kind of program for help.

b. Agencies and representatives outside of the school district discussed program planning procedures, application procedures for Title III funding, and evaluation designs necessary for documenting change.

c. The LEA Professional staff studied all available test scores from the Iowa Test of Basic Skills, the Metropolitan Readiness Test and the Gates-McGinitie Reading Test to determine those students who were not achieving academically. These scores were compared to teacher recommendations and individual test scores from the school psychologist and councelor whenever possible to assess if the scores were an accurate account of the students' achievement.

d. The planning staff felt that 12% of our K-3 enrollment were experiencing difficulty in one or more of the affective, cognitive or psycho-motor domains.

e. Because so many children were finding school to be an unsuccessful experience, and problems were interfering with their success, the LEA was committed to finding a solution to the need for a special program to foster "learning abilities". From this need the project was written.

SECTION B: PLANNING

5. Indicate how the project will benefit children and teachers in non-public schools. Plans for participation must be documented by attached letter from non-public schools verifying their intent.

Plans for participation by Sacred Heart Elementary School are documented in Attachment #II. Alternative ways are open to them, depending upon space, pupil need and time.

a. Materials from the Title III rooms may be loaned to the Sacred Heart School staff for use with children identified as learning disabled.

b. All testing supplies are available for use by the Sacred Heart School staff.

c. The Title III Curriculum Modifier is available to help diagnose and plan programs in Sacred Heart School.

d. Students may come to Webster School to receive the help needed to prevent future learning problems and remediate existing ones.

e. A tutor, supplied from Title III funds, may work in Sacred Heart School to help prevent future learning problems and remediate existing ones.

SECTION C: PROGRAM CONTENT AND PROCEDURES

1. Describe the intents of the program in each of the following areas:

a. Antecedents:

1) Descriptively identify and qualify the target students who will participate in the project.

a) The students who participate in the proposed program will be in grades K-3.

b) All students participating will be students who qualify for a regular education classroom as opposed to the educable or trainable retarded classrooms.

c) No upper or over limits of ability will be set, allowing for the gifted child to participate as well as the dull normal child.

d) Any student who will participate will be handicapped in one or more of the learning abilities areas: gross motor development, sensory motor integration, perceptual-motor skills, language development, conceptual skills, social skills.

e) An initial screening process, followed by an assessment with formal testing and observation, will determine the selection of qualified students.

f) The particular testing assessment will vary with the nature of the learning problem.

SECTION C: PROGRAM CONTENT AND PROCEDURES

2. List the professional staff of the project including number required. Attach job descriptions for all project staff.

Coordinator: Joyce Wentworth 1 position needed.
The coordinator shall be responsible for the organization and administration of screening procedures, documentation of evaluation procedures, and results, test assessments and the writing of remediation prescriptions, in-service of tutors in materials and remediation procedures, staffings or students and parent conferences.

Curriculum Modifier: Peg Ellingson 1 position needed.
The Curriculum Modifier will administer formal and informal tests designed to diagnose emotional and learning problems. She will write remediation prescriptions in behavioral objectives for each student assigned to her. She will carry a caseload of students for monitoring, on whom case studies will be made.

Tutors $6\frac{1}{2}$ positions are needed.

The tutors in this program shall be persons trained in education who will be responsible to carry out the set objectives stated in the individual prescriptions of each student in the program. The tutor will, when individual or group tutoring is required, work to meet the set objectives.

SECTION C: PROGRAM CONTENT AND PROCEDURES

3. List the specialists and consultants that will provide primary and supportive services and describe the service each will provide.

Guidance Counselor:

The quidance counselor will administer individual personality inventories, provide long-range counseling therapy, and evaluate personality growth or change of students as needed.

School Nurses:

The school nurses will administer hearing and vision tests to participating students when needed, and provide medical case histories. She will arrange for the needed clinical examinations and home visits when a case requires this.

Speech Therapist:

For students requiring the service, the speech therapist will provide for articulation and language evaluation, language and articulation therapy.

School Psychologist:

The school psychologist will examine a student in question and prepare a report covering general strengths and weaknesses, and statements regarding special programming.

Classroom Teachers:

The classroom teachers will provide informal observation resports on participating students, and carry out educational objectives appropriate for classroom use as stated in the individual student prescriptions.

SECTION C: PROGRAM CONTENT AND PROCEDURES

4. Describe the facilities in which the project occurs.

The project will occur in the elementary school buildings of Yankton Independent School District #1, those being: Webster, Beadle, Lincoln, and Stewart Schools with participating Sacred Heart Elementary School.

SECTION C: PROGRAM CONTENT AND PROCEDURES

5. Identify the essential equipment needed.

a. One regular office typewriter: For record keeping and all reporting, one typewriter is needed.

b. Four Bell and Howell Language Masters: For a multi-sensory approach needed for many emotional and learning disabled students, this equipment allows the student to use one machine for several different programs.

c. Six cassette recorders: Much of what is published for handicapped children requires the use of a cassette recorder. These recorders are also needed to program the material to be developed by the project staff, and for informal observation notes.

d. One overhead transparency projector: Many students with vision difficulties cannot distinguish writing on a chalkboard, where they can see colored writing on a light board.

e. Two filmstrip projectors: Several programs have been developed in various areas of the affective domain, but they require the use of a filmstrip projector for use.

f. Renting of one copy machine: This machine is needed to reproduce the material developed by the project staff, and to produce copies of printed originals.

SECTION C: PROGRAM CONTENT AND PROCEDURES

6. Identify the instructional materials to be developed or provided from commercial sources.

a. A complete list of materials cannot be listed, as they will vary according to the area of handicap to be served, and this will not be definite until further diagnostic assessment can take place. Listed materials are common to the majority of students:

Peabody Language Development Kits Level PP: 4 each

Dolch Games

Dolch Puzzles

Dolch Books

Sound Order Sense, Level I

Sound Order Sense, Level II

Michigan Language Program

Benefic Press Books for Emotionally and Learning Disabled Students

Perceptual Training Activities

Visual Motor Training Aids

Perceptual-Motor Activities

b. Materials needed from commercial sources are in the areas of: gross motor development, sensory motor integration, perceptual motor skills, language development, conceptual skills and social skills.

c. Materials needed to be developed by the project staff as they are not now published are those dealing with high saturation content in written form for the given cognitive skills in question. No material is now published that gives stories or paragraphs with a high saturation of "a" words, or "sound" words if that is needed.

SECTION C: PROGRAM CONTENT AND PROCEDURES

7. Identify the financial resources, other than ESEA Title III, that will be committed to this project.

Due to the nature of the program, the economic conditions, initial expense for the program will be ESEA Title III funds only.

SECTION C: PROGRAM CONTENT AND PROCEDURES

1. Describe the intents of the program in each of the following areas:

b. Activities and Transactions

Submit a complete and detailed description of the procedures, activities, and services that provide the dynamics of the project including, where appropriate, the extent to which they will occur.

1) Preparation of the staff for the program:

a) For one month prior to the initial screening, the coordinator and curriculum modifier will conduct a series of in-service sessions for staff members on the characteristics of emotionally and learning disabled students

the effects of learning disabilities on the total education program of the student

the function of a program for emotionally and learning disabled students

the process used for program operation

the content and intended use of all materials available to the staff

instruction in the use of all equipment

b) The coordinator and curriculum modifier will train the tutors to administer base line tests, familiarize them with helpful methods used to teach learning disabled students.

c) The staff will attend three additional in-service sessions; one in each of the second, third and fourth quarters of the school year. These in-service sessions will be to continue instruction in materials, theories behind the term "learning disabled students", testing procedures and new developments in tutoring instruction.

d) Dr. Eugene Engen, school psychologist, will be available to inform the staff as to uses and content of individual I.Q. tests

behavior management techniques

steps involved in clinical counceling

2) Tutor Performance

a) The tutors will manage the logs to be filled in after each tutoring session.

b) The tutors will complete all forms to compile a case history for each student.

c) The tutors will aid in the administration of tests after in-service of testing procedures.

d) The tutor will begin and end tutoring session on time.

e) The tutor will task analyze all basic academic skills she feels the student has mastered before continuing to another skill.

f) By log charting the tutor will indicate what types of materials and which types of methods were most expedient with each child. Therefore, she can measure objectively any performance movement the student makes, and, consequently also measure the worth of the materials and methods used.

3) Screening Procedures

a) By December, 1972, all kindergarten and first grade students will be screened for:

1) intellectual dificency
2) central nervous system dysfunction
3) emotional disturbance
4) basic concept understanding.

The tests to be used are Boehm, Test of Basic Concepts and Pate and Webb, First Grade Screening Test. Those students with scores below the district averages on either test will be considered for the program.

1) Students in kindergarten with scores below 17 on the First Grade Screening Test, and/or below 34 on the Test of Basic Concepts are eligible for further consideration.

2) Students in grade one with scores below 24 on the First Grade Screening Test, and/or below 45 on the Test of Basic Concepts are eligible for further consideration.

b) Initial screening of second and third grade students will be done through a referral from the respective classroom teacher. Diagnosis and further screening will be completed by the staff.

c) At any time during the school year teachers may refer a student to the staff for evaluation.

d) The program for Emotional and Learning Disabled Students is designed to be open ended. A child may enter upon need or be dismissed at any time during the year when the objectives set for him have been met.

4) Diagnosis

a) After diagnosis, all students listed from the initial

screening will be given individual assessments in the affective areas of peer relationships, social adjustment, and school adjustment. The California Test of Personality, Form AA, Primary Battery, and a Local Attitude Survey are to be used.

b) Testing in the cognitive and psycho-motor areas will take place when needed. The type and kind of instrument to be used will vary according to the disability in question. The areas that may be tested are: gross motor development, sensory-motor integration, perceptual motor development, language development, conceptual skills, and social skills.

c) Referral reports from the classroom teacher involved will be part of the diagnosis.

5) Staffing

a) The project staff will meet and review the results of screening procedures. Included in the staffing will be classroom teacher.

b) The staff will select those students who qualify for admission to the program.

6) Programming

a) The coordinator, curriculum modifier and each appropriate staff member will meet and plan a prescriptive program for each student in the program, written in behavioral objectives for the affective, cognitive, or psycho-motor areas in question. All daily tutoring and monitoring will be based on the individual prescription.

7) Monitoring

a) In depth case studies will be kept on all students in the project. Included in the study will be test results, each piece of material or equipment used with the child, formal and informal observation notes, family history, medical history, techniques and methods used from a daily basis, the objectives set for the child, and the progress checks made on those objectives.

b) The coordinator or curriculum modifier will provide the tutor with the necessary materials and equipment to be used to carry out the objectives.

c) The coordinator or curriculum modifier will make two-week checks per student to monitor progress and change short term objectives leading toward the terminal behavior stated in the individual prescription.

8) Termination

a) A student will be dismissed from the program when his objectives have been met, or when he can perform the tasks required of him.

b) All post-testing information for evaluation purposes will be completed before dismissal will occur.

c) Once a case is terminated it can be re-opened by a referral from the classroom teacher.

9) Parent Involvement

a) Through parent conferences by way of personal visits, telephone conference, or letters sent home, all parents of students in the program will be aware of the program's existance and their child's participation in the program.

SECTION C: PROGRAM CONTENT AND PROCEDURES

1. Describe the intents of the program in each of the following areas:

c. Objectives and Intended Outcomes

List in measurable terms the objectives and intended outcomes of the program. Non-cognitive, cognitive, affective, psycho-motor and other objectives and outcomes should be considered.

1) Given individual or group tutoring in the affective areas, 70% of all students in the program will evidence a positive change in at least one low area of personality development as indicated by the CALIFORNIA TEST OF PERSONALITY.

2) Given special tutoring by this program, 70% of all students will evidence a positive change in at least one low area on the ATTITUDE MEASURE, developed for this project.

3) Documented by task analysis and/or formal testing, all students in the program will have met no less than 70% of their terminal objectives as stated in their individual educational prescriptions.

4) Through use of a teacher measure, all teachers with students enrolled in the program will document by written response that a child has or has not made the progress intended when terminal objectives were written.

5) Given a minimum of one-half hour of tutoring, no less than twice a week for 5 months per cognitive area of need, 70% of all students with I.Q. scores of 90 and above will, by May 25, 1973, evidence a growth of five months on the IOWA TEST OF BASIC SKILLS in the cognitive area for which he was admitted to the program.

6) Given a mimimum of one-half hour tutoring, no less than twice a week for five months in the cognitive area of need, 70% of all students with I.Q. scores of below 90 will, by May 25, 1973, evidence positive growth on the IOWA TEST OF BASIC SKILLS, in the cognitive area for which he was admitted to the program.

7) Through teacher meetings and news releases, all teachers in the school district will be aware that a program does exist for emotional and learning disabled students.

SECTION C: PROGRAM CONTENT AND PROCEDURES

1. Describe the intents of the program in each of the following areas:

d. Provisions for Evaluation

1) Process evaluation — On chart

2) Product evaluation — On chart

EVALUATION DESIGN SUMMARY

Process/Product Objective	Data Needs	Data Collection Plan				Data Analysis and Presentation		
		Instrument(s)	Collection Dates		Person(s) Responsible	Technique and Description	Person(s) Responsible	Report Date
			Pre	Post				
Determine percent of objectives attained as written in the Individual Prescription	Task Analysis	Various Educational classroom materials	Dec. 1972	Spring 1973 and/or leaving the project	Director	Comparison of percentage of objectives met to the amount of tutoring time	ER & S Center	June 1973
	Teacher report to document objectives met	Local Questionaire	Fall 1972	Spring 1973 and/or leaving the project	Director	Compilation of scale responses	ER & S Center	June 1973
	Pre-post scores from psycho-motor and cognitive measures for various students	varies	Fall 1972	Spring 1973 and/or leaving the project	Director	Comparison of pre-post data with norm data to document that an objective was met	ER & S Center	June 1973

EVALUATION DESIGN SUMMARY

Process/Product Objective	Data Needs	Data Collection Plan				Data Analysis and Presentation		
		Instrument(s)	Collection Dates		Person(s) Responsible	Technique and Description	Person(s) Responsible	Report Date
			Pre	Post				
Determine Student Progress in the Cognitive Area	Pre-Post scores for the area of cognitive enrollment	ITBS, grades 2,3	Fall 1972	Spring 1973	Director	Comparison at pretest and posttest data with norm data	ER & S Center	June 1973
	Posttest scores for the area of cognitive enrollment	ITBS, grade 1	Fall 1972	Spring 1973	Director	Comparison at pretest and posttest data with norm data	ER & S Center	June 1973
	Pretest scores to show high-risk for learning problems at the K and grade 1 levels	Boehm Test of Basic Concepts	Fall 1972	Spring 1973	Director	Comparison of score indicating high risk for learning problems with score from ITBS at grade one to indicate academic success, and score from Metropolitan at end of kindergarten to show academic success	ER & S Center	June 1973
		First Grade Screening Test	Fall 1972	Spring 1973	Director		ER & S Center	June 1973

EVALUATION DESIGN SUMMARY

Process/Product Objective	Data Needs	Data Collection Plan				Data Analysis and Presentation		
		Instrument(s)	Collection Dates		Person(s) Responsible	Technique and Description	Person(s) Responsible	Report Date
			Pre	Post				
Determine gains in the affective Domain	Inventory and Scale scores	California Test of Personality	Fall 1972	Spring 1973 or on leaving project	Director	Comparison of pretest data with posttest data and with norm data	ER & S Center	June 1973
		Locally developed scale	Fall 1972	Spring 1973 or on leaving project	Director and ER & S Center	Comparison of pretest data with posttest data	ER & S,Center	June 1973
Determine interest and support of teachers	scale scores	locally developed scale	Midyear 1972-3		Director & ER & S Center	Compilation of scale responses	ER & S Center	June 1973

3) Describe the plan for data analysis.

a) The standardized test date can be checked against four different standards or four set of objectives.

(1) Objectives set for that child in his individual educational prescription

(2) Objectives set for a group of children in the project internal to the project

(3) Objectives for a group of children or all children in the project based on a standard determined for the national test norms.

(4) While all of these cannot be used for all measures due to the variableness of diagnostic instruments, it can be done with the IOWA TEST OF BASIC SKILLS.

(5) The attitude and personality measures can be evaluated on the basis of the first two types of objectives.

b) For all the measures where pretest and posttest data are available, tests of significance can be computed

to determine if the gains made by students are statistically significant. More meaningful tests of significance can be computed between actual student gain and expected gain during elapsed time based on test norms. These tests can determine whether the students in the project are making less, the same as, or more progress than the norm sample, bearing in mind, the tests of significance use norms based on the average child.

c) The responces of teachers will be analyzed to determine the extent to which they believe the student has progressed.

d) After collection of the data and analysis, the completed information will be submitted to the ESEA Title III office.

4) Identify the person responsible for coordinating the total evaluation effort.

The project coordinator is responsible for on-time collection of project data. The analysis of the data will be made by the Educational Research and Service Center at the University of South Dakota. Dr. Bruce G. Milne and Dr. Leo M. Harvill will be project evaluators.

5) Provide a breakdown of the cost of the evaluations.

a) Evaluation fee for Educational Research and Service Center	$1,000.00
b) Evaluation posttest kits and consummable record forms	600.00
	$1,600.00

SECTION C: PROGRAM CONTENT AND PROCEDURES

1. Describe the intents of the program in each of the following areas;

e. Provisions for Dissemination

1) Describe the strategies to provide public information to the project area to promote understanding and support.

a) News releases on the nature of the project, staff involved and expected outcomes will be printed in the YANKTON DAILY PRESS AND DAKOTAN once each semester.

b) News releases on the nature of the project, staff involved and expected outcomes will be aired on KYNT public information programs once each semester.

c) Public speaking at the Parent-Teacher meetings will be in the nature of explaining what is occurring in the project.

2) Describe the strategies to provide public information to the project area during the project period. Indicate what type of information will be public information and what type will not be public information.

a) A community Resource Board will be formed consisting of eight persons. Five people will be parents of district children. The Title III Coordinator, director of federal programs, and the Principal of Sacred Heart Elementary School will comprise the remainder of the board.

The parents will be selected by requesting their participation and will be from a multi-cultural background. Memberships term of the parents will be one year for 50% of the parents and two years for the remaining half.

The role of this board is to help disseminate project information, educate the community about the process involved in a program for emotional and learning disabled students, and provide feedback to the staff about community concerns as related to the project.

This Board shall meet no less than twice during the second semester of the 1972-1973 school year.

b) News releases on the events occurring during the project period, as to speakers, in-service meetings and speaking engagements will be printed in the YANKTON DAILY PRESS AND DAKOTAN.

c) News releases on the events occurring during the project period, as to speakers, in-service meetings and speaking engagements will be aired on KYNT public information programs.

d) Information given to the public will be general theory and will not identify the names of children, specific test scores or in any way cause attention to a specific emotionally or learning disabled student.

SECTION D: PROJECT MANAGEMENT

Develop and attach a schedule identifying the critical tasks, activities and events with target dates for beginning and completion and the person, consultant, etc. responsible. The coordinator is responsible for the on-time beginning and completion of the following tasks, activities and events.

ACTIVITY	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
1. Public Dissemination of Information	1----	----	----	----	----	----	----	----	---25
2. Ordering of equipment and materials	11----	----	----	----	----	----	----	----	---25
3. Interviewing for tutor staff	11----	----	----	----	----	----	----	----	---25
4. Preparation of staff	25---	25							
5. Continued in-service for staff	25----	----	----	----	----	----	----	----	---25
6. Initial screening procedures of students		26---	3						
7. Initial diognostic testing		30----	----	--1					
8. Staffings on initial selection		30----	----	--1					
9. Writing of individual prescriptions			22---	22					
10. Baseline testing for evaluation		30----	----	--1					
11. Baseline process evaluation					3----	----	----	----	---25
12. Monitoring process					3----	----	----	----	---25
13. Community Resource Board					X		X		
14. Parent Conferences				1-15					

SECTION E: FINANCIAL EFFORT

1. What percent of the legal maximum tax rate is the current school levy in your district? 95%

2. What percent of the actual value of property in your district is the assessed value? 93%

3. What percent of the average per pupil expenditure in the state is the average per pupil expenditure in your district? 92%

4. Does your district have an unusual amount of non-taxable property? No

5. How will ESEA Title III support be phased out and other support phased in over the period of proposed operation? If the program is satisfactory in that its intended objectives are reached, the school will, through a change in educational philosophy, incorporate the principles upon which the program was founded through alternative educational measures such as differentiated staffing, open classroom concept, and contract teaching.

6. What services and activities related to the proposed program have existed during the past three years in the geographic area to be served? None

Describe the extent to which such existing services and activities have been supported with funds derived from public support. None exist

State how the applicant agency will assure that related services and funds from federal sources will supplement rather than supplant the financial support already available.

No program or monies exist at this time. The program is totally dependent on ESEA Title III funds, and therefore, could not supplant any existing funds.

A-69-1

INITIAL APPLICATION – PART IV – ASSURANCES

THE APPLICANT HEREBY GIVES ASSURANCE TO THE CHIEF STATE SCHOOL OFFICER THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s));
2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;
3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries;
4. Funds under Title III of the Act will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for educational purposes;
5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P. L. 88-352) and all requirements imposed by or pursuant to [illegible]gulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);
6. The project will be operated in compliance with Public Law 89-10 (as amended) and with Regulations and other policies and administrative issurances by the Chief State School Officer, including submission of such reports as may be required;
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s));
8. The project will be operated only as it is consistent with the applicable provisions of Title III of the Act and makes provisions for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project;
9. No board or staff member of a local educational agency will participate or make recommendations with respect to, an administrative decision regarding a program or project under Title III of the Act if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family.
10. All equipment acquired under Title III of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient local educational agency;
11. The combined local and state fiscal effort for free public education provided by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year, and that the local project application for participation under Title III of the Act will provide data for the two preceding fiscal years.

I, Maurice Haugland do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

Dated July 7, 1972

Maurice Haugland
(Signature of Authorized Representative)

Yankton Independent School District #1
(Legal Name of Applicant)

Superintendent of Schools
(Representative's Title)

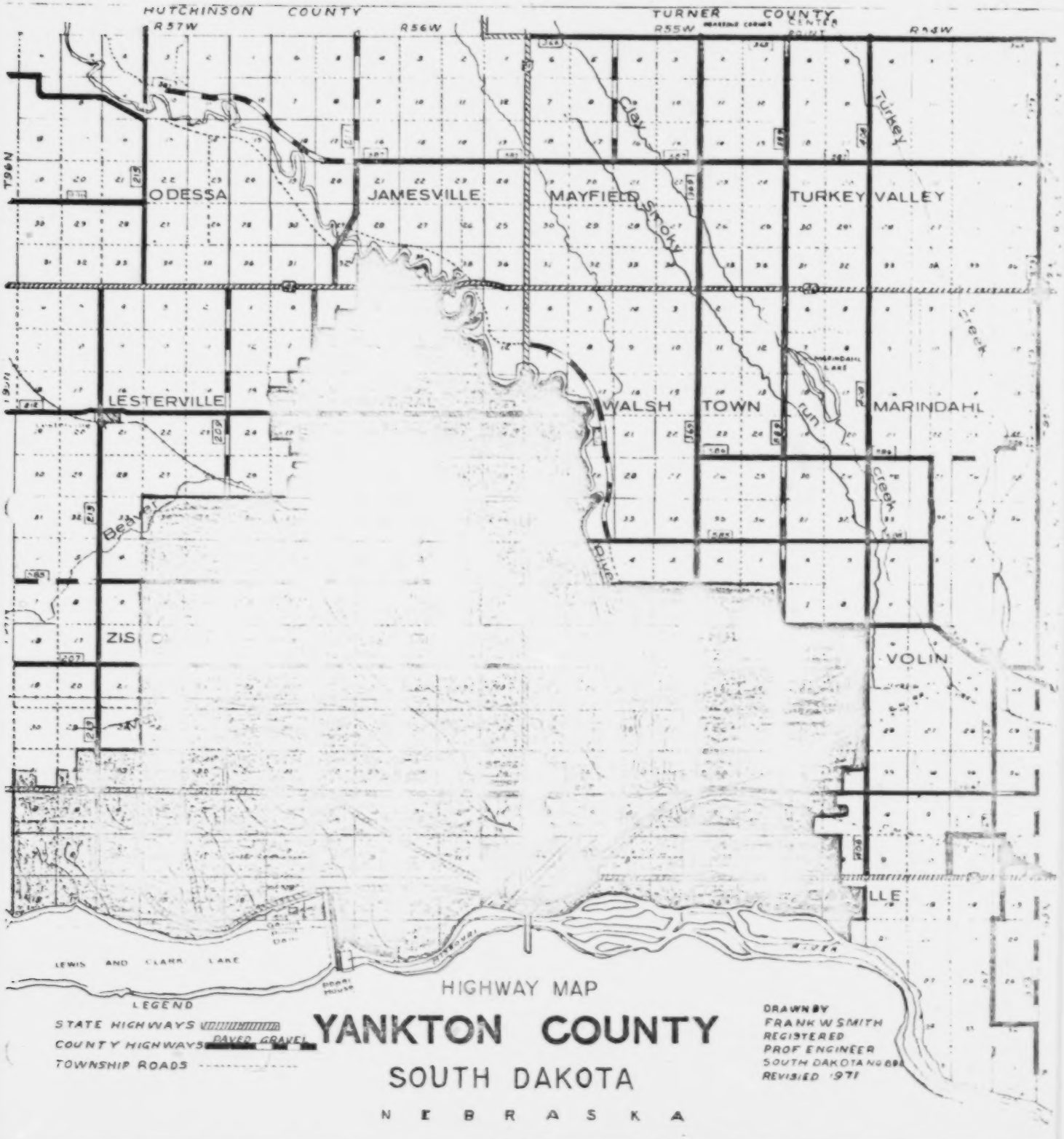
NOTARY PUBLIC SEAL

Subscribed to before me this July 7, 1972 (Date) Yankton, SD (City and State)

[illegible]
(Signature of Notary Public)

[illegible]
(Date Notary's Commission Expires)

ATTACHMENT A



ATTACHMENT B

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SACRED HEART SCHOOL
BENEDICTINE SISTERS
804 CAPITOL STREET
YANKTON, SOUTH DAKOTA 57078

6-30-72

Mr. Maurice Haugland
Superintendent of Schools
Yankton Independent District #1
Yankton, S.D. 57078

Dear Mr. Haugland:

This is to verify that the Yankton Independent District #1 has included Sacred Heart School in the planning and proposed implementation of the proposed Title III project, Emotional and Learning Disabilities, K-3. We estimate that about fifteen children from our school would be eligible for participation in this program. Mr. Wendell McNeely, Federal Programs Director for the Yankton Independent District #1, has informed us that our children would take part in the program by going to Webster Elementary School (two blocks from our building) for this program.

We have been very appreciative of the co-operation afforded us by the Yankton Independent District #1 in the planning and proposed implementation of this program. We feel that this is indicative of the co-operation between Sacred Heart School and the Yankton Public Schools, a co-operation both traditional and mutual. We trust that this tradition of co-operation will continue and expand as the community of Yankton continues to offer quality education for its children.

Sincerely,

Ronald E. Svoboda

Ronald E. Svoboda
Principal, Sacred Heart School

ATTACHMENT C

LEWIS AND CLARK MENTAL HEALTH CENTER
306 MULBERRY ST.
YANKTON, SOUTH DAKOTA 57078
(605) 665-4606

EUGENE P. ENGEN, PH.D., DIRECTOR
DIPLOMATE IN CLINICAL PSYCHOLOGY
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

May 18, 1972

Mr. Wendell McNeely
Director of Federal Programs
Webster School
Yankton, South Dakota 57078

Dear Mr. McNeely:

Our brief discussion at Stewart School last Thursday concerning the Emotional and Learning Disabilities Project of the Yankton Public Schools served as a reminder to me to write this letter.

My purpose in writing is twofold. First, I wish to affirm the support of the Executive Board of the Lewis and Clark Mental Health Center for this project and to assure you of our willingness to cooperate in every way possible. Secondly, I wish to advise you that I am certified as a School Psychologist by the State Department of Public Instruction. As you are aware, I am sure, a child must be certified for special education by a certified school psychologist or psychological examiner. I will be happy to assist you not only in identifying and certifying the child in need of special education, but also in whatever other ways that I can to assure the success of this project.

Sincerely yours,

Eugene P. Engen

Eugene P. Engen, Ph.D.
Director

EPE/ah

cc: Mr. Maurice Haugland, Superintendent
Yankton Public Schools

EXECUTIVE BOARD

ATTACHMENT D

HUMAN RESOURCE DEVELOPMENT DIVISION
Office of ESEA Title III
CLIFFORD R. JANSEN, Director
(605) 224-3395

State of South Dakota

Department of Public Instruction

Pierre 57501

Telephone
(605) 224-3243

Don Barnhart
State Superintendent

July 6, 1972

Mr. Wendell McNeely
Director of Federal Programs
Yankton Ind. School District #1
1900 Ferdig Street
Yankton, South Dakota 57078

Dear Mr. McNeely:

The purpose of this letter is to make known to you our desire to assist you in the development and possible implementation of your project dealing with emotional and learning disabilities in children. In view of the limited research in this area, hopefully you may develop something that could serve as a model for unlimited numbers of school districts. Obviously, regular instructional practices have not met the needs of learning disability students and maybe your idea will be the supplementary lift that was necessary.

Please feel free to call on this office should we be able to help you in any way.

Respectfully,

Clifford Jansen
Director
ESEA Title III

CJ/eh